

Paraphrasing

Paraphrasing communicates that the listener has...

- *HEARD* what the speaker said, *UNDERSTOOD* what was said, and *CARES*
- *Paraphrasing involves either:*
- *RESTATING* in your own words, or *SUMMARIZING*

Some possible paraphrasing stems include the following:

- *So,...*
- *In other words,...*
- *What I'm hearing then,...*
- *What I hear you saying,...*
- *From what I hear you say,...*
- *I'm hearing many things,...*
- *As I listen to you I'm hearing,...*

Mediational Questions

Mediational questions help the colleague

- *HYPOTHESIZE* what might happen,
- *ANALYZE* what worked or didn't
- *IMAGINE* possibilities
- *COMPARE & CONTRAST* what was planned with what ensued

Some mediational question stems include...

- *What's another way you might... ?*
- *What would it look like if...?*
- *What do you think would happen if...?*
- *How was...different from (like)...?*
- *What sort of an impact do you think...?*
- *What criteria do you use to...?*
- *When have you done something like...before?*
- *What do you think...?*
- *How did you decide...(come to that conclusion?)*
- *What might you see happening in your classroom if...?*

Clarifying

Clarifying communicates that the listener has...

- *HEARD* what the speaker said, *BUT* does *NOT* fully *UNDERSTAND* what was said.

Clarifying involves ASKING A QUESTION [direct or implied] to

1. *Gather more information*
2. *Discover the meaning of the language used*
3. *Get clarity about the speaker's reasoning*
4. *Seek connections between ideas*
5. *Develop or maintain a focus*

Some possible clarifying stems include the following:

- *Would you tell me a little more about...?*
- *Let me see if I understand...*
- *I'd be interested in hearing more about...*
- *It'd help me understand if you'd give me an example of...*
- *So, are you saying/suggesting...?*
- *Tell me what you mean when you...*
- *Tell me how that idea is like (different from)...*
- *To what extent...?*
- *I'm curious to know more about...*
- *I'm intrigued by... / I'm interested in... / I wonder...*

Non-Judgmental Responses

Non-judgmental responses help to...

- Build trust
- • Promote an internal locus of control
- • Encourage self-assessment
- • Develop beginning teacher autonomy
- • Foster risk-taking

Possible examples:

- **Identify what worked and why**
 - *I noticed how when you ___ the students really ___*
- **Encourage**
 - *It sounds like you have a number of ideas to try out!*
 - *It'll be exciting/interesting/great to see which works best for you*
- **Ask the teacher to self-assess**
 - *How do you think the lesson went and why?*
- **Ask the teacher to identify her or his role**
 - *What did you do to make the lesson so successful?*